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**THE CORRELATION BETWEEN STUDENTS' READING
INTEREST AND THEIR READING COMPREHENSION
AT THE SECOND YEAR OF SMAN 2 TAMBANG
KAMPAR REGENCY**

A Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education Department
(S.Pd)



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Finally, the writer really realizes that there are some weaknesses on the thesis. Therefore, suggestion, constructive critiques are needed in order to improve this thesis.

Wassalamu'alaikum Wr. Wb

Pekanbaru, October 08th, 2019

The Writer

Fatmawati Nasution

ABSTRACT

Fatmawati Nasution (2019): “The Correlation between Students’ Reading Interest and Their Reading Comprehension at the Second Year of SMAN 2 Tambang Kampar Regency”.

This research was conducted because some problems were faced by students in reading, especially in reading interest and reading comprehension of narrative text. The problems were: most of the students are lazy to read the text, most of them feel bored when studied English especially in reading the text, most of them still have less interest in reading text, and most of them have low ability in reading comprehension.

The objective of this research was to investigate the relationship between students’ reading interest and their reading comprehension of narrative text at second year of SMAN 2 Tambang. This research was a quantitative research. The population of this research was all of the students at second year. The total number of population was 283 students. Random sampling technique was used to taken the sample and the total sample was 30 students. The instruments were questionnaire and test. Person product moment correlation coefficient was used to analyze the data.

The results of this research showed that the coefficient correlation was 0.109 and the p-value was (0.565) which was greater than 0.05 ($0.565 > 0.05$). It means that H_0 is accepted and H_a is rejected. Based on the result of the research it could be concluded that there was no statistically significant correlation between students’ reading interest and their reading comprehension at second year of SMAN 2 Tambang Kampar regency.

Keywords: Reading Interest, Reading Comprehension, Narrative text

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ABSTRACT

Fatmawati Nasution (2019): “Hubungan antara Minat Membaca Siswa dengan Pemahaman Membaca Siswa pada Tahun Kedua di SMAN 2 Tambang Kabupaten Kampar”.

Penelitian ini dilaksanakan karena adanya beberapa permasalahan yang ditemukan pada siswa dalam pembelajaran bahasa Inggris khususnya dalam minat membaca dan pemahaman membaca siswa. Permasalahannya adalah; banyak siswa yang malas dalam membaca teks, banyak siswa yang merasa bosan ketika belajar bahasa Inggris khususnya dalam membaca teks, banyak siswa yang memiliki minat rendah dalam membaca teks, and banyak siswa yang memiliki kebiasaan rendah dalam memahami bacaan.

Penelitian ini bertujuan untuk menganalisis hubungan antara minat baca siswa dengan pemahaman membaca siswa di SMAN 2 Tambang Kabupaten Kampar. Penelitian ini mencakup minat baca siswa dengan pemahaman membaca mereka. Penelitian ini menggunakan pendekatan kuantitatif. Populasi dari penelitian ini adalah siswa pada tahun kedua di SMAN 2 Tambang. Jumlah dari seluruh populasi adalah 283 siswa. Dan random sampling technique telah digunakan untuk pengambilan sampel, dan sampel yang telah diambil sebanyak 30 siswa dan dilakukan secara acak. Teknik pengumpulan data yang digunakan adalah kuesioner dan tes. Product moment correlation digunakan untuk menganalisis data. Hasil dari penelitian ini menunjukkan bahwa nilai korelasi antara dua variabel adalah sebesar 0.109 dan nilai pengaruhnya adalah sebesar 0.565 lebih besar dari 0.05 ($0.565 > 0.05$). dan berdasarkan dari penelitian tersebut dapat disimpulkan bahwa tidak ada hubungan signifikan antara minat baca siswa dengan pemahaman membaca mereka pada tahun kedua di SMAN 2 Tambang Kabupaten Kampar.

Kata kunci: Minat baca, Pemahaman membaca, Narrative teks

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ملخص

فتماواتي ناسوتيون، (٢٠١٩): ارتباط بين الرغبة في القراءة وفهم المقروء لدى التلاميذ في السنة الثانية في المدرسة الثانوية الحكومية ٢ بمنطقة كمير

إن هذا البحث قيم من أجل وجود المشاكل لدى التلاميذ في عملية تعلمهم اللغة الإنجليزية وخاصة في الرغبة في القراءة وفهم المقروء. ومن تلك المشاكل هي: كثرة التلاميذ الذين يتكاسلون في قراءة النص، والذين يملّون من تعلم اللغة الإنجليزية وخاصة في قراءة نص القصة، والذين لهم رغبة ضعيفة في قراءة النص والذين ضعف فهمهم للمقروء.

وهذا البحث يهدف إلى تحليل الارتباط بين الرغبة في القراءة وفهم المقروء لدى التلاميذ في المدرسة الثانوية الحكومية ٢ بمنطقة كمير. ويحتوي على الرغبة في القراءة وفهم المقروء لدى التلاميذ. واستخدم في هذا البحث مدخل كمّي. ومجمّعه تلاميذ المدرسة الثانوية الحكومية ٢ بمنطقة كمير في السنة الثانية. وعددهم ٢٨٣ تلميذا. وقامت الباحثة بتعيين العينات من خلال التقنية العشوائية وحصلت على ٣٠ شخصا منهم. وتقنية جمع البيانات هي الاستبيان والاختبار. وارتباط ضرب العزوم تم استخدامه لتحليل البيانات. ونتيجة البحث تدل على أن نتيجة الارتباط بين المتغيرين ٠,١٠٩، ونتيجة الأثر ٠,٥٦٥. وهي أعلى من ٠,٠٥ (٠,٥٦٥ < ٠,٠٥). وبناء على نتيجة البحث استنتج أن الارتباط الفعّال لا يوجد بين الرغبة في القراءة وفهم المقروء لدى التلاميذ في السنة الثانية في المدرسة الثانوية الحكومية ٢ بمنطقة كمير.

الكلمات الأساسية: الرغبة في القراءة، فهم المقروء، نص القصة.

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LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	v
THE LIST OF CONTENT	viii
THE LIST OF TABLE	xi
THE LIST OF APPENDICES	xiii
CHAPTER 1: INTRODUCTION	1
A. Background of the Problem	1
B. The Problem	3
1. Identification of the Problem	3
2. The Limitation of the Problem	3
3. The Formula of the Problem	3
C. The Objective of the Research and Significant of the Research	4
1. The Objective of the Research	4
2. The Significance of the Research	4
D. The Reason of Choosing the Tittle	5
E. The Definition of the Term	5
CHAPTER II: REVIEW OF RELATED LITERATURE.....	6
A. Theoretical Framework	6
1. Reading	6
a. Reading Interest	6
b. Assessment of Reading Interest	10
2. Reading Comprehension	11
a. Definition of Reading Comprehension	11
b. Reading Comprehension of Narrative text	13
c. Assessment of Reading Comprehension of Narrative text	15

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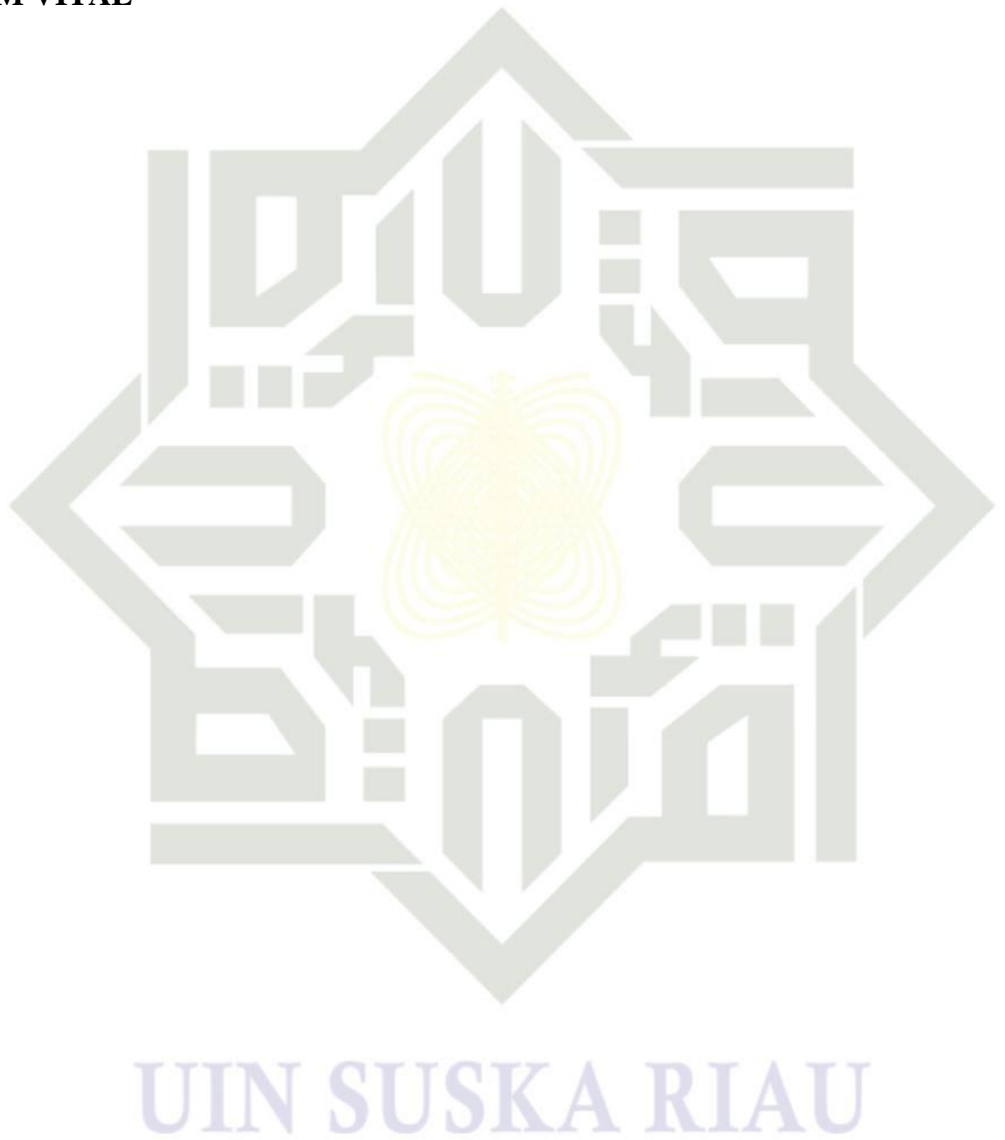
B. The Relevant Research	17
C. Operational Concept	19
D. The Assumption and Hypothesis	20
CHAPTER III: THE RESEARCH METHODOLOGY	21
A. The Research Design	21
B. The Location and Time of the Research	21
C. The Subject and Object of the Research	22
D. The Population and Sample of the Research	22
E. Technique of Collecting the Data	23
1. The Instrument of Collecting Data	23
a. Questionnaire	23
b. Test	25
F. Validity	26
CHAPTER IV: THE RESEARCH FINDING AND DISCUSSION	32
A. Findings	32
1. Data Presentation of Students' Reading Interest	32
2. Data Percentage of Students' Reading Comprehension	41
3. Data Presentation of Students' Reading Interest and Their Reading Comprehension of Narrative text	43
4. Normality Test	43
5. Linearity Test	44
6. Data Analysis	45
a. Students' Reading Interest	45
b. Students' Reading Comprehension	46
c. Data Analysis of the Correlation Between Students' Reading Interest and Their Reading Comprehension	47
B. Discussion	49



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CHAPTER V: CONCLUSION AND SUGGESTION.....	52
A. Conclusion	52
B. Suggestion	52
BIBLIGRAPHY	
APPENDIXES	
CURRICULUM VITAE	



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THE LIST OF TABLE

TABLE

II.1.	Indicators of Reading Comprehension of Narrative text	16
III.1.	Population of the students	23
III.2.	Blueprint of Students' Reading Interest Questionnaire	24
III.3.	Likert Scale for Reading Interest Questionnaire	24
III.4.	Classification of Students' Reading Interest Score	24
III.5.	Blue print of Reading Comprehension Score	25
III.6.	Classification of Students' Reading Comprehension Score	25
III.7.	Validity of Reading Comprehension test	27
III.8.	Level of Acceptable Reliability	28
III. 9.	Reliability of Reading Comprehension test	28
III.10.	Correlation Coefficient Interpretation of r	31
IV.1.	Do you have willingness and motivation to read?	32
IV.2.	If you get reading task, do you do it with pleasure?	33
IV.3.	Are you accustomed to reading books at home?	33
IV.4.	If you have the options between read or other activities (such as watching or plying), will you chose reading?	33
IV.5.	Do you felt benefit of reading?	34
IV.6.	Do you think the books/reading materials you read have influence on your behavior and attitude?	34
IV.7.	When reading, do you try to get the gist or the ideas in the reading material?	34
IV.8.	When you difficulty in comprehending the materials, do you repeat the reading?	35
IV.9.	Do you reading activity for everyday?	35
IV.10.	Do you make time to read articles or shorts stories on the wall magazine of your school?	36

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IV.11.	Do you make special time to reading?	36
IV.12.	Dou you try to read wherever you are?	36
IV.13.	Do you make note important points from the materials you read to broaden your knowledge?	37
IV.14.	Do you visit library to access books or others reading materials?	37
IV.15.	Score of Students' Reading Interest	38
IV.16.	Percentage of Students' Reading Interest	40
IV.17.	Students' Reading Comprehension Score	41
IV.18.	Frequency and Percentage of Students' Reading Comprehension	41
IV.19.	Score of Students' Reading Interest and Their Reading Comprehension	43
IV.20.	Test of Normality	44
IV.21.	Anova for Linearity	45
IV.22.	Recapitulation of Students' Reading Interest Questionnaire ...	45
IV.23.	Descriptive Statistics Reading Comprehension Score	47
IV.24.	Correlation between Both Variables	47
IV.25.	Correlation Coefficient Interpretation of R	48

LIST OF APPENDICES

Appendix A.	Interview Guidelines for Interviewing the Teacher
Appendix B.	Questionnaire of Reading Interest
Appendix C.	The Result of Reading Interest Questionnaire
Appendix D.	Reading Comprehension Test
Appendix E.	The Result of Reading Comprehension Test
Appendix F.	Key answers of Reading Comprehension Test
Appendix G.	The Score of Students' Reading Interest and Their Reading Comprehension
Appendix H.	Test of Normality
Appendix I.	Anova for Linearity
Appendix J.	Descriptive Statistics Reading Comprehension Score

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CHAPTER 1 INTRODUCTION

A. Background of the Study

Reading is one of English skills besides speaking, listening and writing.

According to Nuttal (2000, p.2), reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer.

In the reading skills, the students are expected to be knowledgeable and familiar with the teacher has explained in the context. It means that the students are expected to have more skills to explain the content of the text or passage after they comprehend the reading text. That is why the purpose of reading is to get some information from the text.

Cambria and Guthrie (2001, p. 16) stated that in reading skills, the students should have to read in order to benefit from reading and to be a reader. Reading will takes meaningfully if it is preceded by interest to read. Interest is one of internal factor, internal factor are the factor come from the inside of students.

In learning reading, students have to realize that the aim of learning, this skill is to enable them to comprehend reading text and get ideas from the text. They are also expected to read the text effectively and efficiency. The students should understand each paragraph in text and relate an idea from one paragraph to another paragraph. In senior high school, the purpose of reading is to make students be able in analyzing the text.

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Based on the curriculum, there are some types of the text genre which are taught in second year of Senior High School. Those are narrative, descriptive, procedure, recount, report, and news item. In this research, the writer focused on narrative text because, narrative text is useful for the students to refresh the stories in the past to be knowledge which has positive effect in learning English.

SMAN 2 Tambang is one of Senior High School in Pekanbaru. As a formal school, it also provided English to the students, especially reading skills. SMAN 2 Tambang is one of the schools that implies curriculum 2013 as its guidance in teaching and learning process. In this school, English has been taught since the first year of English teaching period. It is taught twice a week with time duration about 45 minutes.

Based on the writer's preliminary observation on the SMAN 2 Tambang, most of the students in second year had some problems in reading interest and reading comprehension in narrative text such as the students had some problems which difficult in reading. First, the students had limited vocabulary. Second, the students were difficult in expressing ideas. Third, the students lack of interest in improving their reading ability. Fourth, they are lazy to read the texts, the result of this problem is they do not know what the information they get from the text and they got difficulty to answer the questions on the reading text. The students' difficulties were reflected from students Minimum Criteria Achievement (MCA). In reference to SMAN 2 Tambang lesson plan, the score of MCA of this school is 76. Based on the

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MCA of SMAN 2 Tambang, there was 12 students (40%) got score 75. 7 students (23%) got score 80. 6 students (20%) got score 90. 5 students (16,7%) got score 95.

Based on the phenomenon above, the writer is interested in carrying out a research entitled **“The Correlation between Students’ Reading Interest and Their Reading Comprehension at the Second Year of SMAN 2 Tambang Kampar Regency”**.

B. The Problem

1. Identification of the Problem

Based on the background of the problem above, the writer identified the problem as follows:

1. What factors make students get difficulties in comprehending the text?
2. What factors make students get low score in reading comprehension?
3. What factors make students un interest in reading the text?
4. What factors make students get difficulties to get the meaning of the text?

2. The Limitation of the Problem

After identifying the problems above, the writer needs to limit the scope of the research, and this research focuses on students’ reading interest in relation to their reading comprehension of narrative text at second year of SMAN 2 Tambang.

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3. The Formulation of the Problem

Due the limitation of the problems above, the writer formulates the research into the following questions:

- a. How is the students' reading interest at second year of SMAN 2 Tambang?
- b. How is the students' reading comprehension at second year of SMAN 2 Tambang?
- c. Is there any significant correlation between students' reading interest and their reading comprehension at second year of SMAN 2 Tambang?

C. The Objective and Significance of the Research

1. The Objective of the Research

- a. To find out the students' reading interest at second year of SMAN 2 Tambang.
- b. To find out the students' reading comprehension at second year of SMAN 2 Tambang.
- c. To examine the significant correlation between students' reading interest and their reading comprehension at second year of SMAN 2 Tambang.

2. The Significance of the Research

The significances which are expected from this research are as follows: (1) for the students as an input can increase their reading comprehension; (2) for the English teacher as an input to improve the students' reading interest and their reading comprehension; (3) and for the

other researchers in order to inspire them to conduct a similar topic on reading interest and reading comprehension.

D. The Reasons of Choosing the Title

The reasons why the writer is interested to conduct this research are based on several factors:

1. To examine the correlation between students' reading interest and reading comprehension at second year of SMAN 2 Tambang.
2. The writer is interest in doing this research because interest is an important factor in learning process, and this research not only focus about reading interest but also in reading comprehension.

E. The Definition of the Term

In order to avoid misinterpretation and misunderstanding of this research, it is necessary to define the following term:

1. Reading Interest is linked and related to vocabulary development, comprehension, fluency as well as general intellectual development.
2. Reading Comprehension is the construction of the meaning of a written text through of a reciprocal interchange of ideas between the reader and the message in the particular text.
3. Narrative text is a kind of the text to retell the story that passed tense and it is consist of a fiction story.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading

a. Reading Interest

Reading skill plays an important role in learning English as a foreign language. Through reading, people are able to gain a lot of knowledge, information, pleasure, and problem solutions. According to Kennedy (1981, p.5), reading is the ability of an individual to recognize a visual form, associate the form with a sound and or meaning acquired in the past, and on the basis of past experiences, understanding and interpret its meaning.

Reading is a set of skills that involves making sense and deriving meaning from the printed word. Basically, the purpose of reading is acquiring information, knowledge, insight, and also for the pleasure of interest that is gotten from reading materials. Reading is not easy to do because in reading process the reader not only reads the word, sentences, paragraphs, and texts but also should understand the contents of reading (Linse, 2000 p, 69).

Pourkalhor and Kohan (2013, p.52), defined that reading is not just a single skill but a combination of many skills and processes in which the reader interact with printed words and texts for content and pleasure. Alyousef (2006, p.64) also defines that reading can be seen as

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an interactive process between a reader and text which leads to automaticity or reading fluency, it means that the reader should understand the text well and it is purposes to make the students get the point of the text and whether the text means.

There are a lot of definitions of reading. In the other points, reading is the process to get, to catch the content, to understand a written text which means extracting the required information from it as effectively as possible. Students should practice their reading more and more. They may find difficulty and frustrating, but if they keep practicing, they will have a good sense of English and will help them to grasp the total meaning of the words.

From the explanation above we know how important reading, Allah say in Holy Qur'an in Surah Al-Alaq verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning: "Recite in the name of your lord, who has created (all that exist). Has created man from a clot of coagulated blood, read and your lord is the most Generous, who has thought (the writing) by the pen, taught man what he did not know".

This first word of the verses is Iqra that means read. This has a big meaning for us as Allah creature. However, we are the human come to this world cannot read everything at all, but with our ability be permit from Allah finally we can read everything what we want.

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Many different purposes of reading, sometimes people read a text to learn material, sometimes people read for pure pleasure, and sometimes they need to follow a set direction. If a reader wishes to get a general idea of text content, they will pay less attention to the detail of the text and they may read in very different ways than if they are studying a text in order to identify key information. In the other hands, reading purpose will influence the skills required of used. Skill is not only to learn knowledge, but also abilities to process information.

Based on the explanations above, it can be concluded that reading plays an important role in guiding students to be successful in learning language. Reading is an interactive process which transfer meaning from the writer to the reader. The readers should be able to understand the meaning of the written text.

In reading interest, the students have to understand and interesting with the text because interest has a big impact on the students in reading. According to Mckool (2007, p. 111), reading interest is defined as readings done when students are outside the school compound. Furthermore, the U.S Department of Education (2005) defined that reading interest as whether or not students like to read in their spare time or at home or whether they like to go to the library. Besides, reading interest is also defined by the number of books read in a month and the number of times students read in a week and the favorite genre and types of English reading materials. The



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activity of reading that performed by a person who is interested is a voluntary activity. They would like to read without being told before or forced by others. It is because when an individual is interested in reading, the activity will be a pleasure activity.

Reading interest is also linked to academic success as students who love to read will be able to write well and have more ideas which will make them more creative and innovative (Grabe.,2013 p. 242). It meant that the students who have a little or no interest in reading will not be able to force themselves to pick up a book and read for academic purposes, let alone to read for pleasure. This is maintained by UNESCO (1983) who stated that students who do not like to read at an early stage will not adopt reader habits as they grow older.

Similarly with Hidi and Renniger (2006, p. 111) who said that there are two parts of interest, they are: Individual (Personal) interest and situational interest. Individual (Personal) Interest is a predisposition of individual characteristic and relatively stable. Individual interest involves knowledge, positive affect, value, and develops slowly over time, and affected by repeated experiences of situational interest. Individual interest also refers to specific topic, object or activity, such as interest in reading, interest in sport, interest in specific subject and others. Besides, situational interest is an interest fostered by conditions or environmental factors. For example; interest



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to read books related to the assignment, essay, project paper, and thesis and others.

Miranda et al (2011, p.81) said that high reading interest is usually reflected in positive reading attitudes, such as having willingness to comprehend words and ideas in the reading passages and perceiving reading as pleasant activity. At this point, Cambria and Guthrie (2010, p.16) stated that the pleasant feeling that students feel in reading can help them to provide more time, effort and concentration in reading. This will help students to enrich their knowledge and eventually influence their academic achievement. Students with high reading interest are also likely to share what they read to others. Thus, it can be stated that these positive reading attitudes derived from reading interest help students to improve their reading comprehension more effectively.

b. Assessment of Reading Interest

The purpose of reading interest is to enhance the students' interest in reading, because interest has a big impact for their capability and knowledge. Mckool (2007, p.111) defined that reading interest as reading done when students are outside the school compound. In reading interest there are two parts of interest, they are: individual (personal) interest and situational interest. Individual (personal) interest is a predisposition of individual characteristic and relatively stable. Individual interest involved knowledge, positive affect value,

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develop slowly overtime, and affected by repeated experiences of situational interest. In second part of interest is situational interest. Situational interest is an interest fostered by conditions or environmental factors. In the other words, situational interest is a reaction to the environmental input.

In this research, the writer took two parts of interest as indicators for students' reading interest, they are: individual (personal) interest and situational interest.

2. Reading Comprehension

a. Definition of Reading Comprehension

Snow (2002, p.11) stated that reading comprehension is a complex activity that involves interaction between the readers and the text. It means that reading comprehension is a process to know whether reader understand or not about a text that the reader is read. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to another one by interpretive interactions between what the reader gleans from the text and what the reader already knows.

In reading comprehension, the students have to understand and comprehend the text because the goal of reading is comprehension. According to Grabe and Stoller (2002, p. 7) reading comprehension is an ability to understand or to gain the information from the text. Reading comprehension is complex skills that require an active



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interaction between text elements and the reader. From the statement, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading, and understanding comprehension processes is crucial to the study of reading.

According to Antoni (2010, p.41), reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one's own comprehension, and reflecting. Similarly, Mahfoodh (2007, p.1) stated that there are five aspects in reading comprehension, they are; finding main idea, finding factual information, finding the meaning of vocabulary, identifying reference and making inference.

Identifying Main Idea refers to important information that tells more about the overall idea of a paragraph or section of a text. The main idea is not explicitly stated in any one of sentence. Instead, it is left to the reader to infer, or reason out. In finding factual Information, it requires the reader to develop the topic sentence by giving a definition, and example, fact comparison, analogy, cause, and effect etc. Then, in finding the meaning of vocabulary, the readers can develop their guessing ability to the world which is not familiar with them by relating the close meaning unfamiliar words to the text and the topic.

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While in identifying reference it helps students to understand the text by identify the word. In making inference the students have to guess predict about something unknown based on available fact and information.

Regarding the definition of reading comprehension above, the writer concludes that reading comprehension is a complex process in term of constructing the meaning in purpose to know what is the texts talk about. When the readers read, they will make a connection between their background knowledge and the new information from the text. In comprehending texts, the readers also need to identify the elements of the text such as; finding the main idea, factual information, the meaning of vocabulary, identifying reference and making inferences. In this research, the writer takes all of the components as indicators to be combined with narrative text indicators.

b. Reading Comprehension of Narrative text

In this research, the writer focused on comprehending narrative text. Narrative text is one of the genres learned in Senior High School and it is one of the text types that should be learned by students. Generally, there are two main categories of texts, they are literary and factual. Narrative is one kind of literary text beside dramatic, poetic, and response which tells a story with the purpose to entertain the reader or audience.

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According to Pradiyono (2007, p. 20), narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story. Hornby (1995) stated that narrative text is a composition which consists of a fiction story. It means that narrative is concerned with the sequences of happening over a period of time.

There are many types of narrative text like humor romance, crime, real-life, fiction, mystery, fantasy, since fiction, diary-novels, and adventure. Meanwhile, there can be a combination of narrative text from those different types such as; a crime novel could also include romance and mystery, an adventure narrative could include humor and romance.

In learning narrative text, the students should know the generic structure of narrative text. Wardiman, et.al (2008, p.28) explain that there are three generic structure of narrative text, they are: orientation, complication, and resolution. Orientation is the part of the story where tells about who is in the story, when and where it is happening, and what is going on. Complication is the part of the story where the problems in the story developed. Resolution is part of the story where the problem is solved.

So, it can be concluded that narrative text is a text have purposes to entertain the readers, and to tell a story or to provide literary



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experience. The generic structures of narrative text consist of orientation, complication, and resolution.

c. Assessment of Reading Comprehension of Narrative text

The purpose of assessing the students' reading comprehension of narrative is to list and describe the story that past tense.

Pradiyono (2007, p.20) defined that narrative text is a kind of text to retell the story that past tense. The purpose and social function of narrative text is to entertain or to amuse the readers or listeners about the story. The frequent use in made of words, which links events in time, such as one upon a time, one day, once, long time ago, and etc.

Based on the explanation above, the writer sums up that the narrative text consisting three main points firstly, orientation, is the part of the story where tells about who is in the story, when, where, and what it is happen going on. Secondly, complication is the part of the story where the problems in the story develop. Thirdly, resolution is part of the story where the problem is solved.

Furthermore, Mahfood (2007, p.1) stated that there are five aspect of reading comprehension contain in reading text which are appropriate to the senior high school curriculum, they are:

- 1). Identifying main idea. It is refers to important information that tells more about the overall idea of a paragraph or section of a text.

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- 2). Finding the factual information. It requires the reader to develop the topic sentence by giving a definition, example, fact comparison, analogy, cause, effect, and etc.
- 3). Finding the meaning of vocabulary. The readers can develop their guessing ability to the word which is not familiar with them by relating the close meaning unfamiliar word to the text and topic.
- 4). Identifying reference. It help students to understand the text by identify the word.
- 5). Making inference. The students have to guess or predict about something unknown based on available fact and information.

In this research, the writer combined reading comprehension indicators with narrative text indicators. The combination of reading comprehension and narrative text indicators will be eight (8). It divides into reading comprehension indicators such as: identifying main idea, finding the factual information, finding the meaning of vocabulary, identifying reference, and making inference. And the indicators of narrative text such as: orientation, complication, and resolution.

Table II.1
Indicators of Reading Comprehension of Narrative Text

Variable	Indicators
Reading comprehension of narrative text	<ol style="list-style-type: none"> 1. Identifying main idea 2. Factual information 3. Vocabulary in context 4. Reference 5. Inference 6. Orientation 7. Complication 8. Resolution



B. The Relevant Research

In doing the research, the writer found some previous research that can be based on consideration for the writer is research. In this point, the writer tries to explain what the previous researches discuss on their research. And the writer will take some points of their research that are related to the writer is research.

Firstly, Gultom, Khairul, and Fatimah (2015) conducted a study entitled “The Correlation between Students’ Reading Interest and Reading Comprehension Ability”. This study focused on finding out the significance correlation between reading interest and reading comprehension ability. The population of this study was third year students’ at the English Department of Bung Hatta University. The number of population members was 128 and the members of sample in this research were 30 students and the sample was taken by cluster random sampling technique. The instruments of this study were questionnaire and test. The questionnaire was used to take data about students’ interest in reading, and test was used to collect the data on students’ comprehension in reading. Based on the result of the data analysis, the value of r calculated of the research was 0.78, while the value of r -table with level significance 0.05 and the degree of freedom was 0.362. r -calculate was higher ($0.78 > 0.362$). The result shows that there is positive and high correlation between reading interest and reading comprehension ability.

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Secondly, a study which has relevant with this research was conducted by Susanto, Sutarsyah, and Sinaga (2015); “The correlation between students’ reading interest and students’ reading comprehension at SMAN 1 Punggur”. The subject of this research was to investigate the relationship between students’ reading interest and students’ reading comprehension. This research was a quantitative. The sample of this research consisted of thirty students at second grade of SMAN 1 Punggur. To collecting the data, the researcher used questionnaire and reading test. And the design of this research was ex post facto design. The result of this research showed that the coefficient correlation was 0.673 and the coefficient influences value of both variables was 0.434. It is indicated that the students got high score in interest, and they also got high score in reading comprehension.

Thirdly, Rumainah (2016) conducted a research entitled “Undergraduate Students’ Reading Interest and Reading Comprehension Achievement in a State Islamic University”. This research was aimed at describing the relationship between reading interest and reading comprehension achievement of EFL students at State Islamic University of Raden Fatah Palembang. The population of the study was 466 active EFL students, but just 86 students involved as participants in her research. The instrument uses in this research are questionnaire and reading comprehension test. To analyzing the data uses product moment correlation. The result of this research was no significant correlation between students’ reading interest and

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their reading comprehension achievement since p-value was (.887) greater than significance value (.887 > .005).

Based on the previous research above, the correlations between reading interest and reading comprehension have positive and negative result. In this research, the writer tried to investigate the correlation between students' reading interest and their reading comprehension. Hence, this research is to find out the students' reading interest, to find out students' reading comprehension, and to examine the significant correlation between students' reading interest and their reading comprehension.

C. Operational Concept

Operational concept is the concept used to clarify the theories in order to avoid misunderstanding. In this research, there are two variables which X refers to reading interest and Y refers to the students reading comprehension.

1. Variable X

There are two indicators of reading interest based on theory of Hidi and Renniger (2006, p. 111), as follows:

- a. Individual/Personal Interest
- b. Situational Interest

2. Variable Y (Reading Comprehension of narrative text)

There are some indicators to determine students' reading comprehension of narrative text based on aspects of reading comprehension and the generic structure of narrative text, as follows:

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- a. Students are able to detect the main idea
- b. Students are able to find the detail and factual information from the text
- c. Students are able to identify the reference word
- d. The students are able to make inferences
- e. Students are able to understanding the vocabulary
- f. The students are able to detect the orientation from the text
- g. The students are able to identify the complication of the text
- h. The students are able to detect the resolution from the text

D. The Assumptions and Hypothesis

1. The Assumption

This research has one assumption, if the students have high interest in reading their reading comprehension also tends to be better.

2. The Hypothesis

Ha: There is a significant correlation between students' reading interest and their reading comprehension at second year of SMAN 2 Tambang.

Ho: There is no significant correlation between students' reading interest and their reading comprehension at second year of SMAN 2 Tambang

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CHAPTER III

THE RESEARCH METHODOLOGY

A. The Research Design

In conducting this research, correlational research with the explanatory design was used to find out the correlation between variables and explain and interpret the appeared result. Creswell (2005, p. 338) says that correlation research is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently.

According to Ary (1985, p. 30), variable is an attributive that regarded as reflecting or expressing some concept or construct. Moreover, he stated that there are two kinds of variable they are dependent and independent variables. Dependent variable is the phenomenon that is the object of study and investigation, while the independent variable is the factor that is measurably separate and district from the dependent variable. In this research there are two variables, first is students' reading interest as the independent variable (X) that are measured by a set of questionnaire and the students' reading comprehension as the dependent variable (Y) that is measured by test.

B. The Location and Time of the Research

This research was conducted in September 2019 at SMAN 2 Tambang. It is located in Bupati Street (Kubang Raya) Kampar regency.

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C. The Subject and Object of the Research

The subject of this research is the second year students of SMAN 2 Tambang Kampar regency, and the object of this research is the correlation between students' reading interest and their reading comprehension.

D. The Population and Sample of the Research

Before the sample was collected, the writer had to determine the population. According to Arikunto (2010, p. 173), population is all research objects. According to Sugiono (2010, p. 117), population is geographic generalization, there are subject/object have quality and certain of characteristic that set by researcher to learning then make the conclusion.

Population is the mass of observation or the huge group of people, while sample is the specific part of population and it's also can be seen as a part of population. There are nine classes for second grade of SMAN 2 Tambang and the total number of population is 283 students. Since of the number was large, it was necessary to have sample.

According to Gay (2000, p. 121), sampling is the process of selecting a number of individual for study in such a way that represents the larger group which they were selected. The sample taken was 10% from the population consist of 30 students. Because if the population is more than 100 should be taken sample between 10% - 15% or 20% - 25% or more (Arikunto, 2006, p.21). In taking the sample, the writer used random sampling technique.

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Table III.I
The Population at Second Year of
SMAN 2 Tambang Kampar Regency

No	Class	Population		Total
		Male	Female	
1.	XI MIPA 1	10	22	32
2.	XI MIPA 2	9	24	33
3.	XI MIPA 3	11	22	33
4.	XI MIPA 4	15	17	32
5.	XI MIPA 5	8	22	30
6.	XI IPS 1	14	20	34
7.	XI IPS 2	9	23	32
8.	XI IPS 3	13	15	28
9.	XI IPS 4	10	19	29
Total		99	184	283

E. Technique of Collecting the Data

The next step in this research is collecting the data. The function of collecting the data is to determine the result of the research to collect the data.

1. The Instruments of Collecting Data

According to Arikunto (2002, p. 136), research instrument is a device used by the researcher while collecting data to make it easier and get a better result, complete and systematic in order to make the data easy to be processed. In this research, the writer used two instruments as follow:

a. Questionnaire

Cohen (2007, p. 317) says that the questionnaire is a widely used and useful instrument for collecting survey information, providing structure, often numeric data being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyze.

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According to Arikunto (2005, p. 102), questionnaire is a list of question that given to the persons to give their responses concerning the questions. Based on the definition above, it can be conclude that questionnaire is a list of questions that given to the respondents of the research in order to collect the information (data) about the respondents through their responses concerning the questions. In this research, the writer adopted the questioner from Noortyani (2018). The questionnaire consist of 14 items which had four options using Likert-Scale, namely always (4), often (3), sometimes (2), and never (1).

Table III.2
The Blueprint of Students' Reading Interest Questionnaire

Indicator	Number of Questions	Total
Individual/Personal Interest	1, 3, 4, 9, 10, 11, 12	7
Situational Interest	2, 5, 6, 7, 8, 13, 14	7
Total		14

Adopted from Noortyani (2018, p.212-213)

Table III.3
Likert Scale for Reading Interest Questionnaire

Statement	Point
Always	4
Often	3
Sometimes	2
Never	1

Table III.4
The Classification of Students' Reading Interest Score

The Range of Score	Level Score
81% - 100%	Very High
61% - 80%	High
41% - 60%	High Enough
21% - 40%	Low
0% - 20%	Very Low

Ridhuwan (2011, p.41)

b. Test

Arikunto (2006, p. 150) defined that test is a series of question which is used to measure the skill, knowledge or ability that is possessed by individual or group. To measure the students' reading comprehension, there were 24 questions and the results of the text were taken from internet script. The kind of test is multiple-choice reading comprehension and all of the questions were about narrative text. The students were asked to select one of correct answer among a, b, c and d. The total of items test was forty questions. Before test was given to the sample, the writer tried out in SMAN 2 Tambang. After that, the validity and reliability of test items were estimated first before being given to the samples. The valid items test was used in this research.

Table III.5
Blueprint of Reading Comprehension test

Indicators	Number of Questions
1. To finding the factual information	1, 5, 23
2. To finding the main idea	16, 18, 22
3. To identify the reference word	4, 7, 11
4. To understanding the vocabulary	8, 12, 20
5. To make inferences	9, 15, 21
6. To detect the orientation	3, 16, 19
7. To identify the complication	2, 14, 17
8. To detect the resolution	6, 10, 13
Total	24

Table III.6
The Classification of Students' Reading Comprehension Score

The Range of Score	Level Score
86-100	Very Good
70-85	Good
56-69	Enough
≤55	Less

Adopted from (K13, 2016, p.49)

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F. Validity

The questionnaire and test was used to measure students' reading interest and their reading comprehension has to have validity and reliability. The questionnaire and test to be valid if it measures accurately what intend to be measured. According to Arikunto (20012), there are four types of validity they are content validity, concurrent validity, predictive validity, and construct validity. To know the validity of the instrument, the writer used content validity. In this research, the writer just looking for validity and reliability for reading comprehension test, because for reading interest, the writer was adopted from journal.

1. Validity of Reading Comprehension Test

In this research, the writer used content validity. According to Creswell (2005, p.164), content validity is extent to which the question on the instrument and the score from these questions are representative of all the possible questions that a writer could ask about the content or skills.

To analyze the validity of the reading comprehension test, the writer shared 40 questions by handing them to 30 students who are included in the research sample, then the writer only analyze the valid data. The writer used SPSS 20.0 program to analyze the data. The writer compared r value to r table at significant level 5% is 0.361 ($d=N-2=28$). The r value of each item should be higher than the r table to be considered as a valid question. If the r value less than r table, it can be concluded that these items are not significantly correlated with the total score and must be corrected or removed.

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The result of the analysis showed that there are 24 valid questions, and there are 16 invalid questions. The numbers of invalid questions are 3, 5, 9, 12, 14, 17, 19, 23, 24, 27, 29, 31, 33, 36, 39, and 40. These items were invalid because the score are under 0.361.

Table III.7
Validity of Reading Comprehension Test

No	Items	r value	r table	Result
1	Question 1	0.558	0.361	Valid
2	Question 2	0.531	0.361	Valid
3	Question 3	0.345	0.361	Invalid
4	Question 4	0.876	0.361	Valid
5	Question 5	0.317	0.361	Invalid
6	Question 6	0.792	0.361	Valid
7	Question 7	0.558	0.361	Valid
8	Question 8	0.792	0.361	Valid
9	Question 9	0.345	0.361	Invalid
10	Question 10	0.620	0.361	Valid
11	Question 11	0.404	0.361	Valid
12	Question 12	0.359	0.361	Invalid
13	Question 13	0.620	0.361	Valid
14	Question 14	0.317	0.361	Invalid
15	Question 15	0.792	0.361	Valid
16	Question 16	0.620	0.361	Valid
17	Question 17	0.250	0.361	Invalid
18	Question 18	0.404	0.361	Valid
19	Question 19	0.273	0.361	Invalid
20	Question 20	0.707	0.361	Valid
21	Question 21	0.531	0.361	Valid
22	Question 22	0.531	0.361	Valid
23	Question 23	0.239	0.361	Invalid
24	Question 24	0.317	0.361	Invalid
25	Question 25	0.707	0.361	Valid
26	Question 26	0.404	0.361	Valid
27	Question 27	0.345	0.361	Invalid
28	Question 28	0.620	0.361	Valid
29	Question 29	0.250	0.361	Invalid
30	Question 30	0.439	0.361	Valid
31	Question 31	0.012	0.361	Invalid
32	Question 32	0.452	0.361	Valid
33	Question 33	0.359	0.361	Invalid
34	Question 34	0.876	0.361	Valid
35	Question 35	0.620	0.361	Valid
36	Question 36	0.250	0.361	Invalid
37	Question 37	0.502	0.361	Valid
38	Question 38	0.692	0.361	Valid
39	Question 39	0.277	0.361	Invalid
40	Question 40	0.108	0.361	Invalid

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2. Reliability

Franken and Wallen (1990, p.154) said that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. This research is internal consistency reliability. According to Creswell (2012), internal consistency reliability is the instrument administered using one version of the instrument and each participant in the study completes the instrument. The table below is the category of reliability test used in determining the level of reliability of the test.

III.8
The Level of Acceptable Reliability

No	Reliability	Validity
1.	0.800 - 1.00	Very High
2.	0.600 - 0.800	High
3.	0.400 - 0.600	Reliable
4.	0.200 - 0.400	Minimally
5.	0.00 - 0.200	Unacceptably low

a. Reliability of Reading Comprehension Test

To obtain the reliability of the reading comprehension test, the writer used SPSS 20.0 Program to find out the whether the test was reliable or not.

Table III.9
Reliability of Reading Comprehension Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.402	40

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From the table above, it can be seen the value of Cronbach's alpha is .402. It can be concluded that test is reliable level.

3. Technique of Analyzing the Data

After collecting the data, the next step is analyzing the data in order to know whether there is a significant positive correlation between students' reading interest and their reading comprehension. The data were gathered from the participants of this research by using questionnaire and test to analyze and to identify the correlation between students' reading interest and their reading comprehension, and to examine the significant correlation between the variables.

Then, to find out whether there is a correlation or not between students' reading interest and their reading comprehension, the writer uses the Person product moment coefficient (r) by using SPSS 20.0 program. Pallant (2010, p. 129) stated that if the significance 2-tailed value is bigger than 0.05 ($p > 0.05$) this indicates that there is no violation of the assumption of equality of variance and that equal variances are assumed for the variable concerned. Then, if the significance 2-tailed value is smaller than 0.05 ($p < 0.05$) this indicates that there is violation of the assumption of equality of variance and that equal variances are assumed for the variable concerned in the process of data analysis.

In this research, the writer used some technique to answer the research questions as follows:

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- a. For the data students' reading interest, the writer used a formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Number of percentage

F = Frequency

N = Number of Sample

Then, for the data of reading comprehension, the score was scored by using formula:

$$\text{Reading Test Score} = \frac{\text{Total correct answer}}{\text{Total Items}} \times 100$$

- b. To analyze the correlation between students' reading interest and their reading comprehension, the writer used Pearson product moment correlation (r) by using SPSS 20.0. The product moment correlation coefficient was obtained by considering the degree of freedom (df) = N - nr, (N= number of sample, nr= number of fariable) statistically the hypotheses are:

$$H_a = r_o > r_{table}$$

$$H_o = r_o < r_{table}$$

H_a is accepted if $r_o > r_{table}$, it means that there is a significant correlation between students' reading interest and their reading comprehension.

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H_0 is accepted if $r_o < r_{table}$, it means that there is no significant correlation between students' reading interest and their reading comprehension.

To know the coefficient correlation interpretation or r , the writer used the table below:

Table III.10
Correlation Coefficient Interpretation of r

Coefficient Interval	Correlation Level
0.80 – 1.00	Very Strong
0.60 – 0.799	Strong
0.40 – 0.599	Average
0.20 – 0.399	Weak
0.00 – 0.199	Very Weak

Adopted from (K13., 2016, P.49)

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to investigate whether there is not a significant correlation between students' reading interest and their reading comprehension at second year of SMAN 2 Tambang. Based on what has been discussed, presented and analysis in the previous research, the writer concluded that:

First, according to the result of students' reading interest score, the level of their score was in "high" level with the percentage 72.68%. Then, the result of students' reading comprehension was in "enough" level with the percentage 66%.

Second, significant correlation between students' reading interest and their reading comprehension at second year of SMAN 2 Tambang was in "very weak" level (0.109). It can be said that students' reading interest has not contribution on their reading comprehension. In the other hand, students' reading comprehension was not influenced by their reading interest.

B. Suggestion

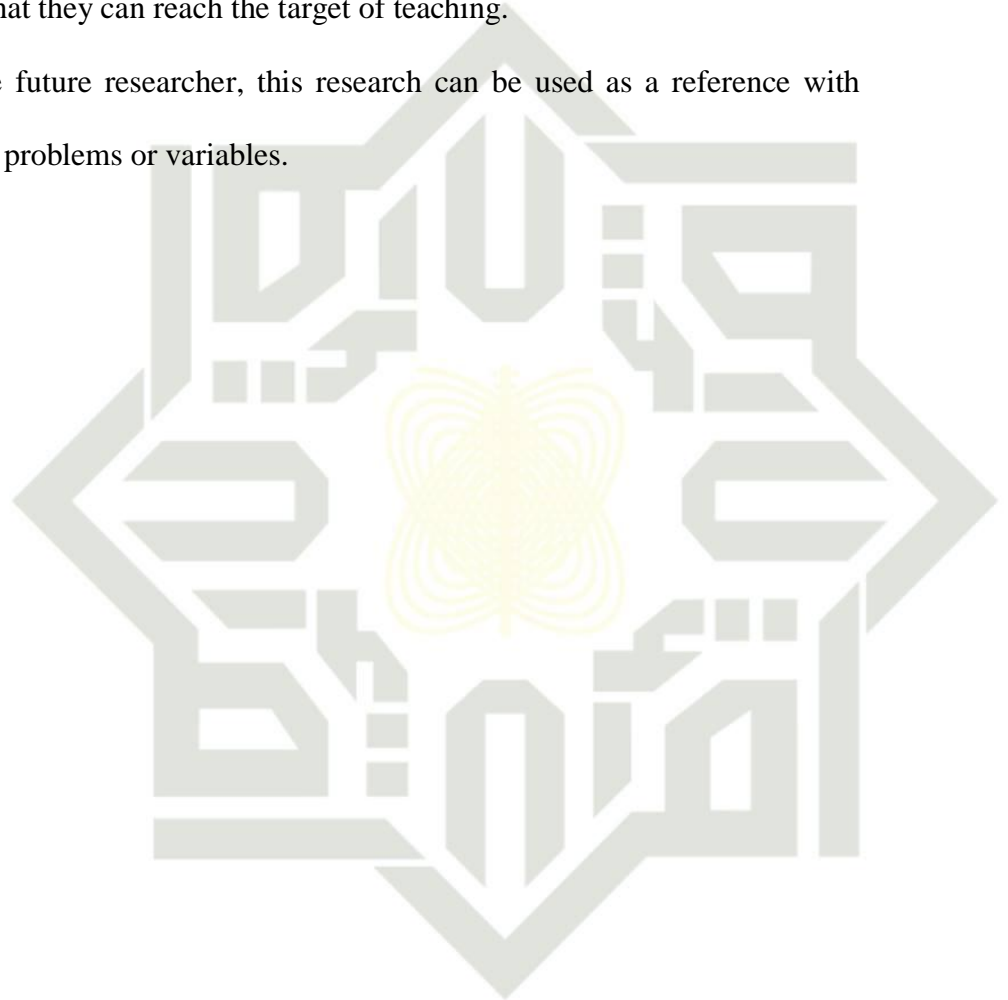
Based on the finding, the writer would like to propose several suggestions, as follows:

1. For the students, in order to improve their reading ability they should make effort to generate and build increase interest in reading.

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2. For the teacher, in order to motivated the students to have interest in reading and find best ways for teaching reading.
3. For the candidate of English teachers in the future, to pay more attention on the reading interest and the reading comprehension of the students in order that they can reach the target of teaching.
4. For the future researcher, this research can be used as a reference with similar problems or variables.



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APPENDIX A

Interview Guidelines for Interviewing the Teacher

: Assalamu'alaikum wr.wb

: Wa'alaikumussalam wr.wb

: Apa kabar mam? Maaf mengganggu waktu mam, perkenalkan sebelumnya nama saya Fatmawati Nasution dari jurusan Pendidikan Bahasa Inggris UIN Suska Riau. Adapun tujuan saya datang kemari untuk mewawancarai mam, bertanya – tanya sedikit tentang siswa/I di kelas sebelas untuk penelitian saya.

: Alhamdulillah baik, iya boleh silahkan.

: Permasalahan apa yang ada terkait dengan kegiatan belajar mengajar bahasa inggris khususnya di kelas sebelas mam?

: Seperti yang sama-sama kita tahu, pelajaran bahasa inggris telah diajarkan sedari sekolah dasar, dan kita tahu juga bahwa banyak dari siswa/I yang kurang menyukai pelajaran bahasa inggris ini, mereka menganggap bahwa pelajaran bahasa inggris itu sulit dan rumit dan kurang menarik. Dan untuk di kelas sebelas sendiri ketika pelajaran bahasa inggris, banyak diantara murid-murid yang tidak membawa kamus, dan kita tahu bahwa kamus itu sangatlah penting. Vocabulary mereka juga kurang, banyak diantara mereka yang malas membaca teks, dan mereka juga cukup sulit mengekspresikan ide mereka.

: Bagaimana proses pembelajaran bahasa inggris dikelas?

: Proses pembelajaran bahasa inggris di kelas Alhamdulillah cukup efektif. Dan untuk keefektifannya sendiri tergantung kelasnya. Untuk kelas sebelas sendiri ada 12 kelas, 7 kelas untuk IPA dan 5 kelas untuk IPS. Kelas yang tergolong aktif di IPA itu ada dua kelas, IPA 5 dan IPA 7. Dan untuk yang di IPS kelas aktifnya di IPS 1 dan IPS 5.



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- : Skill apa yang paling sulit untuk diajarkan dalam pelajaran bahasa Inggris mam?
- : Sebenarnya permasalahan siswa/i itu pada vocabulary mereka, pronounciationnya juga. Jadi pada intinya permasalahan siswa di skill readingnya.
- : Bagaimana hasil belajar siswa dalam pelajaran bahasa Inggris apakah lebih rendah di skill readingnya atau malah di skill yang lain?
- : Untuk reading mereka sendiri memang cukup rendah, dan untuk reading sendiri lebih mengacu pada reading teks. Berkaitan dengan itu banyak di antara siswa yang agak bosan atau bahkan cepat bosan dalam membaca teks.
- : Apa saja kendala yang dihadapi dalam pembelajaran reading mam?
- : Dalam belajar bahasa Inggris siswa diwajibkan untuk membawa kamus, untuk membantu mereka dalam mentranslate kata-kata yang mereka tidak tahu. Dan meminta siswa untuk aktif selama proses belajar mengajar berlangsung. Tetapi tetap saja cara tersebut masih kurang efektif dan belum bisa membuat mereka berminat dalam reading. Kurang minat mereka mereka menjadi salah satu masalah besar dalam reading meskipun mereka telah membawa kamus. Dan kurang minat mereka berdampak pada nilai mereka.
- : Jenis teks apa yang biasanya paling sulit dipahami oleh siswa?
- : Untuk dikelas sebelas sendiri ada beberapa jenis teks yang dipelajari oleh siswa, tetapi kebanyakan dari mereka kucup sulit dalam belajar narrative text, dikarenakan malas membaca dan narrative text mencakup text yang cukup panjang.
- : Baiklah mam, saya rasa cukup sampai disini dan terimakasih banyak untuk waktunya.
- : iya sama-sama nak, Goodluck ya.



APPENDIX B

Questionnaires of Reading Interest

School : SMAN 2 Tambang

Name :

Class :

Directions :

Write down your name

Give the mark (✓) in the column which represents yourself during reading experiences.

No	Items	Students' Responses			
		Always	Often	Sometimes	Never
1	Do you have willingness and motivation to read?				
2	If you get reading task, do you do it with pleasure?				
3	Are you accustomed to reading books in college and at home?				
4	If you have the options between reading or other activities (such as watching TV or playing), will you choose reading?				
5	Do you feel the benefits of reading?				
6	Do you think the books/reading materials you read have influence on your behavior and attitude?				
7	When reading, do you try to get the gist or the ideas in the reading materials?				
8	When you find difficulty in comprehending the materials, do you repeat the reading?				
9	Do you reading activity every day?				
10	Do you make time to read articles or shorts stories on the wall magazine of your campus?				
11	Do you make special time for reading?				
12	Do you try to read wherever you are?				
13	Do you take note important points from the materials you read to broaden your knowledge?				
14	Do you visit library to access books or others reading materials?				

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APPENDIX C

Questionnaires of Reading Interest

School : SMAN 2 Tambang
Name : Mera Amanda
Class : XI IPA 5
Directions :

1. Write down your name
2. Give the mark (✓) in the column which represents yourself during reading experiences.

No	Items	Students' Responses			
		Always	Often	Sometimes	Never
1	Do you have willingness and motivation to read?	✓			
2	If you get reading task, do you do it with pleasure?			✓	
3	Are you accustomed to reading books in college and at home?	✓			
4	If you have the options between reading or other activities (such as watching TV or playing), will you choose reading?	✓			
5	Do you feel the benefits of reading?		✓		
6	Do you think the books/reading materials you read have influence on your behavior and attitude?	✓			
7	When reading, do you try to get the gist or the ideas in the reading materials?			✓	
8	When you find difficulty in comprehending the materials, do you repeat the reading?		✓		
9	Do you reading activity every day?	✓			
10	Do you make time to read articles or shorts stories on the wall magazine of your campus?	✓			
11	Do you make special time for reading?		✓		
12	Do you try to read wherever you are?		✓		
13	Do you take note important points from the materials you read to broaden your knowledge?	✓			
14	Do you visit library to access books or others reading materials?	✓			

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Questionnaires of Reading Interest

School : SMAN 2 Tambang
 Name : Miftahal Jannah
 Class : XI IPA 5
 Directions :

1. Write down your name
2. Give the mark (✓) in the column which represents yourself during reading experiences.

No	Items	Students' Responses			
		Always	Often	Sometimes	Never
1	Do you have willingness and motivation to read?	✓			
2	If you get reading task, do you do it with pleasure?	✓			
3	Are you accustomed to reading books in college and at home?	✓			
4	If you have the options between reading or other activities (such as watching TV or playing), will you choose reading?				✓
5	Do you feel the benefits of reading?		✓		
6	Do you think the books/reading materials you read have influence on your behavior and attitude?			✓	
7	When reading, do you try to get the gist or the ideas in the reading materials?		✓		
8	When you find difficulty in comprehending the materials, do you repeat the reading?	✓			
9	Do you reading activity every day?				
10	Do you make time to read articles or shorts stories on the wall magazine of your campus?		✓		
11	Do you make special time for reading?		✓		
12	Do you try to read wherever you are?		✓		
13	Do you take note important points from the materials you read to broaden your knowledge?	✓			
14	Do you visit library to access books or others reading materials?	✓			

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Questionnaires of Reading Interest

: SMAN 2 Tambang

: Nurul Syafwan

:

:

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Write down your name

Give the mark (✓) in the column which represents yourself during reading experiences.

Items	Students' Responses			
	Always	Often	Sometimes	Never
1. Do you have willingness and motivation to read?			✓	
2. If you get reading task, do you do it with pleasure?	✓			
3. Are you accustomed to reading books in college and at home?			✓	
4. If you have the options between reading or other activities (such as watching TV or playing), will you choose reading?				✓
5. Do you feel the benefits of reading?			✓	
6. Do you think the books/reading materials you read have influence on your behavior and attitude?		✓		
7. When reading, do you try to get the gist or the ideas in the reading materials?			✓	
8. When you find difficulty in comprehending the materials, do you repeat the reading?				✓
9. Do you reading activity every day?				✓
10. Do you make time to read articles or shorts stories on the wall magazine of your campus?			✓	
11. Do you make special time for reading?				✓
12. Do you try to read wherever you are?				✓
13. Do you take note important points from the materials you read to broaden your knowledge?				✓
14. Do you visit library to access books or others reading materials?			✓	

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Questionnaires of Reading Interest

: SMAN 2 Tambang

: Adi Syaifulah

:

:

Write down your name

Give the mark (✓) in the column which represents yourself during reading experiences.

No	Items	Students' Responses			
		Always	Often	Sometimes	Never
1	Do you have willingness and motivation to read?	✓			
2	If you get reading task, do you do it with pleasure?		✓		
3	Are you accustomed to reading books in college and at home?		✓		
4	If you have the options between reading or other activities (such as watching TV or playing), will you choose reading?	✓			
5	Do you feel the benefits of reading?			✓	
6	Do you think the books/reading materials you read have influence on your behavior and attitude?		✓		
7	When reading, do you try to get the gist or the ideas in the reading materials?			✓	
8	When you find difficulty in comprehending the materials, do you repeat the reading?		✓		
9	Do you reading activity every day?	✓			
10	Do you make time to read articles or shorts stories on the wall magazine of your campus?	✓			
11	Do you make special time for reading?		✓		
12	Do you try to read wherever you are?		✓		
13	Do you take note important points from the materials you read to broaden your knowledge?		✓		
14	Do you visit library to access books or others reading materials?	✓			



Questionnaires of Reading Interest

: SMAN 2 Tambang

: Abdul Rohim

: XI

Write down your name

Give the mark (✓) in the column which represents yourself during reading experiences.

No	Items	Students' Responses			
		Always	Often	Sometimes	Never
1	Do you have willingness and motivation to read?	✓			
2	If you get reading task, do you do it with pleasure?		✓		
3	Are you accustomed to reading books in college and at home?			✓	
4	If you have the options between reading or other activities (such as watching TV or playing), will you choose reading?			✓	
5	Do you feel the benefits of reading?		✓		
6	Do you think the books/reading materials you read have influence on your behavior and attitude?			✓	
7	When reading, do you try to get the gist or the ideas in the reading materials?		✓		
8	When you find difficulty in comprehending the materials, do you repeat the reading?			✓	
9	Do you reading activity every day?			✓	
10	Do you make time to read articles or shorts stories on the wall magazine of your campus?		✓		
11	Do you make special time for reading?		✓		
12	Do you try to read wherever you are?			✓	
13	Do you take note important points from the materials you read to broaden your knowledge?			✓	
14	Do you visit library to access books or others reading materials?				✓

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: Superman

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Give the mark (✓) in the column which represents yourself during reading experiences

No	Items	Students' Responses			
		Always	Often	Sometimes	Never
9	Do you have willingness and motivation to read?	✓			
10	If you get reading task, do you do it with pleasure?			✓	
11	Are you accustomed to reading books in college and at home?				✓
12	If you have the options between reading or other activities (such as watching TV or playing), will you choose reading?		✓		
13	Do you feel the benefits of reading?	✓			
14	Do you think the books/reading materials you read have influence on your behavior and attitude?		✓		
15	When reading, do you try to get the gist or the ideas in the reading materials?			✓	
16	When you find difficulty in comprehending the materials, do you repeat the reading?	✓			
17	Do you reading activity every day?	✓			
18	Do you make time to read articles or shorts stories on the wall magazine of your campus?			✓	
19	Do you make special time for reading?	✓			
20	Do you try to read wherever you are?	✓			
21	Do you take note important points from the materials you read to broaden your knowledge?			✓	
22	Do you visit library to access books or others reading materials?	✓			

42

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Read the text and answer the questions 1 to 4

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are stupid bird! Why you can't say the word. Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday is dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what his saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chickens, "Say Catano, or I'll kill you!"

(Taken from: detik-detik UN Bahasa Inggris, 2005/2006, Intan Pariwara)

1. What was the word that the parrot cannot say?
 - a. Catano
 - b. Tacano
 - c. Canato
 - d. Nacato
2. Why the man got angry to the bird?
 - a. Because the bird was very smart
 - b. Because the bird could say Catano
 - c. Because the bird was naughty
 - d. Because the bird could not say Catano
3. What is the story about?
 - a. A parrot and a cat
 - b. A parrot and a chicken
 - c. A parrot and the owner
 - d. A parrot, the owner, and chickens
4. It was very, very smart. The word "it" refers to?
 - a. The man
 - b. The bird
 - c. The chicken
 - d. Puerto Rico



Read the text to answer the questions 5 to 8

A stupid Man and His Cows

One day, a stupid man went to market, he bought six cows. After that, he rode one cow home and made the others walks in front of him. On the way he counted **them**, but he could only see five cows. He counted them again and again. He was **certain** that he had lost one. He was afraid that he would be scolding by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The **stupid** man answered that he bought six cows. However, he could only see five of them. His wife looked him and laughed. She said that he was very stupid. There was no cow less. There was one more.

(Taken from: Priyana, J., irjayanti, A R., Renitasari, f.2008. scaffolding. Jakarta: Pusat Perbukuan)

5. How many cows did the stupid man buy?
 - a. One
 - b. Five
 - c. six
 - d. seven
6. Which one the following statements are true according to the text?
 - a. The stupid man spent much money on cows
 - b. The stupid man was scolded by his wife
 - c. The stupid man thought that he had lost one of his cows
 - d. The stupid man lost one cow on his way home
7. What does the word "**them**" in paragraph 1 refers to?
 - a. The theirs
 - b. The cows
 - c. The lost cows
 - d. One of the cows
8. Which of the following words is the antonym of "**certain**" in paragraph 1?
 - a. Sure
 - b. Unsure
 - c. Positive
 - d. Clear

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Read the text and answer the questions 9 to 12

The Old Grandfather and His Grandson

Once upon a time there was a very old grandfather. His eyes were almost blind, his ears were deaf, and his knees shook. When he sat at the table, he could not hold a spoon strongly. He spilled soup on the tablecloth. Besides this, some of his soup would run back out of his mouth.

His son and his son's wife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not **enough** food in a clay bowl. He sat there and looked sadly at the table. He was almost crying.

One day the old grandfather could not hold the bowl because his hands were too **weak**. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then, she bought him a wooden bowl and made him eat from it.

Once when they were all sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little through his father and mother to eat from when he was big.

The man and the woman looked at one other. **They** began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

(Taken from: Priyana, J., Irjayanti, A R., Renitasari, f.2008. scaffolding. Jakarta: Pusat Perbukuan)

9. How did the old grandfather's son and his son's wife treat him?
 - a. They treated him nicely
 - b. They treated him very badly
 - c. They treated him like child
 - d. They treated him very carefully
10. What did the old grandfather's son and his son's wife do after they realized their mistake?
 - a. They scolded their son
 - b. They let their son eat at the table
 - c. They let their father eat the table
 - d. They did not say anything
11. What does the word "**they**" in paragraph 5 refer to?
 - a. The man and the grandson
 - b. The man and the woman
 - c. The woman and the grandson
 - d. The man and the grandfather
12. Which of the following words is the synonym of "**enough**" in paragraph 2?
 - a. Less
 - b. Correct
 - c. Many
 - d. Adequate



Read the text and answers the question 13 to 15

Little Brother, Little Sister

Maltreated by their stepmother, who was a witch, a little brother and sister fled into the woods. After running for a while, the brother said, "I'm so thirsty. Let's find a spring and have a drink."

However, as the young boy bent down to drink, his sister heard a voice which said, "Who drink from me will turn into a fawn." It was the witch! Too late, the sister tried to prevent her brother from drinking. The young boy changed at once into a fawn. In tears, the little girl made a lead and collar out of the belt, and led the fawn off into the woods. There they found an abandoned cottage and live together, far from any danger.

One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his hunters chased the fawn all the way back home. There, the king followed it into the cottage, where he found a young girl stroking the frightened animal. She was so beautiful and gentle that the king fell in love with her at once. He asked her to be his wife, and his words caused the maiden to cry for joy. When one of her tears fell on the fawn, it changed back to her brother once more. Their goodness and love had overcome the witch's evil spell, and they lived safely and happily with the king for ever after.

(Taken from: Wardiman, Artono et al.2008.English in Focus. Jakarta: Pusat Perbukuan)

13. Why did the brother and sister flee into the woods?

- Because they felt very happy
- Because they had been maltreated by their stepmother
- Because they had been treated well their stepmother
- Because they wanted to leak home

14. What caused the young boy to change into a fawn?

- He was drinking something
- He was eating something
- He was saying something bad
- He was having cursed by someone

15. How did the change back to be her brother?

- When he met the king
- When he walked like an animal
- when he met a frightened animal
- when one of her tears fell on the fawn

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Read the text and answer the questions 16 to 18

The Story of Bawang Merah and Bawang Putih

There was a girl named Bawang Putih. She lived with her step-mother and her stepsister named Bawang Merah. Bawang Putih's life was sad. Her stepmother and her stepsister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Bawang Putih followed the river to find the clothes. Finally, she met an old woman. The old woman returned the clothes. She also has Bawang Putih a small pumpkin. At home, Bawang Putih sliced the pumpkin in front of her stepmother and her stepsister. They were all surprised when they found jewelry inside it. Bawang Putih's stepmother was greedy so she asked Bawang Merah to go to the river. She said, "Bawang Merah hurry up. Go to the river then find the old woman and take the biggest pumpkin." In short, Bawang Merah found the old woman and got the pumpkin. When her stepmother sliced the pumpkin, they were screaming. There were a lot of snakes inside the pumpkin.

Finally, both of them realized their mistakes. They apologized and Bawang Putih forgave them. Then, they lived happily ever after.

(Taken From://http://www.nurdiono.com/the-story-of-bawang-merah-and-bawang-putih.html)

16. What is the story about?

- | | |
|----------------------------------|--------------------------|
| a. Bawang Putih and Bawang Merah | c. Bawang Putih's family |
| b. Bawang Putih's kindness | d. Bawang Putih' honesty |

17. Who was Bawang Merah?

- | | |
|--------------------------------|------------------------------|
| a. Bawang Putih' mother | c. Bawang Putih's sibling |
| b. Bawang Putih's older sister | d. Bawang Putih's stepsister |

18. Why were Bawang Merah and her mother screaming?

- | | |
|---|---|
| a. There was a snake inside the pumpkin | c. The clothes fell down to the river |
| b. They found jewelry | d. there were a lot of snake inside the pumpkin |

Read the text and answer the questions 19 to 24

The Singer and the Dolphin

Arion did not put up a struggle; instead he asked only that he be allowed to sing one last song. His wish was granted and the sailors were so enchanted by his voiced that they were hardly aware what happened next. At the first notes of his song, a dolphin swam a long side, attracted by the beautiful music.

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Immediately Arion jumped overboard onto the dolphin's back and he was carried back across the sea. In memory of this event, a statue of a young man on the back of a dolphin erect in the port of Corinth. This statue is still there today.

Arion was one of the most famous singers in the ancient world. On one occasion he won an important festival in Sicily, and as his prize he received so many jewels and golden cups that he was obliged to hire a ship to carry them all home to Corinth.

When the ship finally reached port in Corinth, the **wicked** sailors began to tell everyone that there had been a storm, during which the famous singer had been lost at sea. They were struck dumb with amazement, however, when Arion arrived with a company of soldier to arrest them. Unfortunately, this huge treasure made the sailors very jealous, and in order to have it for themselves they attacked the singer and were about to throw him overboard.

(Taken from: Wardiman, Artono et al.2008.English in Focus. Jakarta: Pusat Perbukuan)

19. Where did he win an important festival?

- a. In Corinth
- b. In Ancient world
- c. In Sicily and Corinth
- d. In Sicily

20. Who was Arion?

- a. Arion was animal kipper
- b. Arion was one of the most famous singers in ancients world
- c. Arion was an singer
- d. Arion was the famous song singer

21. Which of the following words is the antonym of “**wicked**” in paragraph 4?

- a. Kind
- b. Ugly
- c. Bad
- d. Sweet

22. What did arison get for his prize?

- a. He received so many jewels and golden cups
- b. He received so many jewels
- c. He received so many golden cups
- d. He received money, jewels, and golden cups

23. What is the text mainly about?

- a. It is about Arion who was a singer
- b. It is about Arion and the dolphin
- c. It is about dolphin swam along side
- d. It is about dolphin

24. What happened to Arion when he was at the first notes of his song?

- a. A dolphin swam along side, attracted by the beautiful music
- b. Arion jumped overboard onto the dolphin's back
- c. Arion was carried back across the sea
- d. A dolphin like his song



APPENDIX D

Read the text and answer the questions 1 to 4

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are stupid bird! Why you can't say the word Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday is dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what his saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chickens, "Say Catano, or I'll kill you!"

25. What was the word that the parrot cannot say?

- | | |
|-----------|-----------|
| c. Catano | c. Canato |
| d. Tacano | d. Nacato |

26. Why the man got angry to the bird?

- | | |
|--------------------------------------|--|
| c. Because the bird was very smart | c. Because the bird was naughty |
| d. Because the bird could say Catano | d. Because the bird could not say Catano |

27. What is the story about?

- | | |
|---------------------------|--------------------------------------|
| c. A parrot and a cat | c. A parrot and the owner |
| d. A parrot and a chicken | d. A parrot, the owner, and chickens |

28. It was very, very smart. The word "it" refers to?

- | | |
|-------------|----------------|
| c. The man | c. The chicken |
| d. The bird | d. Puerto Rico |

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Read the text to answer the questions 5 to 8

A stupid Man and His Cows

One day, a stupid man went to market, he bought six cows. After that, he rode one cow home and made the others walks in front of him. On the way he counted **them**, but he could only see five cows. He counted them again and again. He was **certain** that he had lost one. He was afraid that he would be scolding by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The **stupid** man answered that he bought six cows. However, he could only see five of them. His wife looked him and laughed. She said that he was very stupid. There was no cow less. There was one more.

29. How many cows did the stupid man buy?

- c. One
- d. Five
- c. six
- d. seven

30. Which one the following statements are true according to the text?

- e. The stupid man spent much money on cows
- f. The stupid man was scolded by his wife
- g. The stupid man thought that he had lost one of his cows
- h. The stupid man lost one cow on his way home

31. What does the word “**them**” in paragraph 1 refers to?

- c. The theirs
- d. The cows
- c. The lost cows
- d. One of the cows

32. Which of the following words is the antonym of “**certain**” in paragraph 1?

- c. Sure
- d. Unsure
- c. Positive
- d. Clear



Read the text and answer the questions 9 to 12

The Old Grandfather and His Grandson

Once upon a time there was a very old grandfather. His eyes were almost blind, his ears were deaf, and his knees shook. When he sat at the table, he could not hold a spoon strongly. He spilled soup on the tablecloth. Besides this, some of his soup would run back out of his mouth.

His son and his son's wife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not **enough** food in a clay bowl. He sat there and looked sadly at the table. He was almost crying.

One day the old grandfather could not hold the bowl because his hands were too **weak**. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then, she bought him a wooden bowl and made him eat from it.

Once when they were all sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little through his father and mother to eat from when he was big.

The man and the woman looked at one other. **They** began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

33. How did the old grandfather's son and his son's wife treat him?

- | | |
|--------------------------------|------------------------------------|
| c. They treated him nicely | c. They treated him like child |
| d. They treated him very badly | d. They treated him very carefully |

34. What did the old grandfather's son and his son's wife do after they realized their mistake?

- | | |
|--|--|
| c. They scolded their son | c. They let their father eat the table |
| d. They let their son eat at the table | d. They did not say anything |

35. What does the word "they" in paragraph 5 refer to?

- | | |
|-----------------------------|--------------------------------|
| c. The man and the grandson | c. The woman and the grandson |
| d. The man and the woman | d. The man and the grandfather |

36. Which of the following words is the synonym of "**enough**" in paragraph 2?

- | | |
|------------|-------------|
| c. Less | c. Many |
| d. Correct | d. Adequate |



Read the text and answers the question 13 to 15

Little Brother, Little Sister

Maltreated by their stepmother, who was a witch, a little brother and sister fled into the woods. After running for a while, the brother said, "I'm so thirsty. Let's find a spring and have a drink."

However, as the young boy bent down to drink, his sister heard a voice which said, "Who drinks from me will turn into a fawn." It was the witch! Too late, the sister tried to prevent her brother from drinking. The young boy changed at once into a fawn. In tears, the little girl made a lead and collar out of the belt, and led the fawn off into the woods. There they found an abandoned cottage and live together, far from any danger.

One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his hunters chased the fawn all the way back home. There, the king followed it into the cottage, where he found a young girl stroking the frightened animal. She was so beautiful and gentle that the king fell in love with her at once. He asked her to be his wife, and his words caused the maiden to cry for joy. When one of her tears fell on the fawn, it changed back to her brother once more. Their goodness and love had overcome the witch's evil spell, and they lived safely and happily with the king for ever after.

37. Why did the brother and sister flee into the woods?

- e. Because they felt very happy
- f. Because they had been maltreated by their stepmother
- g. Because they had been treated well their stepmother
- h. Because they wanted to leak home

38. What caused the young boy to change into a fawn?

- c. He was drinking something
- c. He was saying something bad
- d. He was eating something
- d. He was having cursed by someone

39. How did the change back to be her brother?

- c. When he met the king
- c. when he met a frightened animal
- d. When he walked like an animal
- d. when one of her tears fell on the fawn

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Read the text and answer the questions 16 to 18

The Story of Bawang Merah and Bawang Putih

There was a girl named Bawang Putih. She lived with her step-mother and her stepsister named Bawang Merah. Bawang Putih's life was sad. Her stepmother and her stepsister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Bawang Putih followed the river to find the clothes. Finally, she met an old woman. The old woman returned the clothes. She also has Bawang Putih's small pumpkin. At home, Bawang Putih sliced the pumpkin in front of her stepmother and her stepsister. They were all surprised when they found jewelry inside it. Bawang Putih's stepmother was greedy so she asked Bawang Merah to go to the river. She said, "Bawang Merah hurry up. Go to the river then find the old woman and take the biggest pumpkin." In short, Bawang Merah found the old woman and got the pumpkin. When her stepmother sliced the pumpkin, they were screaming. There were a lot of snakes inside the pumpkin.

Finally, both of them realized their mistakes. They apologized and Bawang Putih forgave them. Then, they lived happily ever after.

40. What is the story about?

- | | |
|----------------------------------|---------------------------|
| c. Bawang Putih and Bawang Merah | c. Bawang Putih's family |
| d. Bawang Putih's kindness | d. Bawang Putih's honesty |

41. Who was Bawang Merah?

- | | |
|--------------------------------|------------------------------|
| c. Bawang Putih's mother | c. Bawang Putih's sibling |
| d. Bawang Putih's older sister | d. Bawang Putih's stepsister |

42. Why were Bawang Merah and her mother screaming?

- | | |
|---|---|
| c. There was a snake inside the pumpkin | c. The clothes fell down to the river |
| d. They found jewelry | d. there were a lot of snake inside the pumpkin |

Read the text and answer the questions 19 to 24

The Singer and the Dolphin

Arion did not put up a struggle; instead he asked only that he be allowed to sing one last song. His wish was granted and the sailors were so enchanted by his voiced that they were hardly aware what happened next. At the first notes of his song, a dolphin swam a long side, attracted by the beautiful music.

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Immediately Arion jumped overboard onto the dolphin's back and he was carried back across the sea. In memory of this event, a statue of a young man on the back of a dolphin erect in the port of Corinth. This statue is still there today.

Arion was one of the most famous singers in the ancient world. On one occasion he won an important festival in Sicily, and as his prize he received so many jewels and golden cups that he was obliged to hire a ship to carry them all home to Corinth.

When the ship finally reached port in Corinth, the **wicked** sailors began to tell everyone that there had been a storm, during which the famous singer had been lost at sea. They were struck dumb with amazement, however, when Arion arrived with a company of soldier to arrest them. Unfortunately, this huge treasure made the sailors very jealous, and in order to have it for themselves, they attacked the singer and were about to throw him overboard.

43. Where did he win an important festival?

- c. In Corinth
- c. In Sicily and Corinth
- d. In Ancient world
- d. In Sicily

44. Who was Arion?

- e. Arion was animal kipper
- f. Arion was one of the most famous singers in ancients world
- g. Arion was an singer
- h. Arion was the famous song singer

45. Which of the following words is the antonym of "**wicked**" in paragraph 4?

- c. Kind
- c. Bad
- d. Ugly
- d. Sweet

46. What did arison get for his prize?

- c. He received so many jewels and golden cups c. He received so many golden cups
- d. He received so many jewels d. He received money, jewels, and golden cups

47. What is the text mainly about?

- c. It is about Arion who was a singer c. It is about dolphin swam along side
- d. It is about Arion and the dolphin d. It is about dolphin

48. What happened to Arison when he was at the first notes of his song?

- e. A dolphin swam along side, attracted by the beautiful music
- f. Arion jumped overboard onto the dolphin's back
- g. Arion was carried back across the sea
- h. A dolphin like his song

Adaptation from Susanti (2017, p.23)



Mersi Amanda
XI mipa 5

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Read the text and answer the questions 1 to 4

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are stupid bird! Why you can't say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday is dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what his saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chickens, "Say Catano, or I'll kill you!"

1. What was the word that the parrot cannot say?

<input checked="" type="radio"/> a. Catano	c. Canato
<input type="radio"/> b. Tacano	d. Nacato
2. Why the man got angry to the bird?

a. Because the bird was very smart	c. Because the bird was naughty
<input checked="" type="radio"/> b. Because the bird could say Catano	d. Because the bird could not say
3. What is the story about?

a. A parrot and a cat	c. A parrot and the owner
<input checked="" type="radio"/> b. A parrot and a chicken	d. A parrot, the owner, and chickens
4. It was very, very smart. The word "it" refers to?

a. The man	c. The chicken
<input checked="" type="radio"/> b. The bird	d. Puerto Rico

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Read the text to answer the questions 5 to 8

A stupid Man and His Cows

One day, a stupid man went to market, he bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted **them**, but he could only see five cows. He counted them again and again. He was **certain** that he had lost one. He was afraid that he would be scolding by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The **stupid** man answered that he bought six cows. However, he could only see five of them. His wife looked him and laughed. She said that he was very stupid. There was no cow less. There was one more.

5. How many cows did the stupid man buy?
 - a. One
 - b. Five
 - ☒ c. six
 - d. seven
6. Which one the following statements are true according to the text?
 - a. The stupid man spent much money on cows
 - b. The stupid man was scolded by his wife
 - ☒ c. The stupid man thought that he had lost one of his cows
 - d. The stupid man lost one cow on his way home
7. What does the word "them" in paragraph 1 refers to?
 - a. The theirs
 - b. The cows
 - ☒ c. The lost cows
 - d. One of the cows
8. Which of the following words is the antonym of "certain" in paragraph 1?
 - a. Sure
 - b. Unsure
 - c. Positive
 - ☒ d. Clear

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Read the text and answer the questions 9 to 12

The Old Grandfather and His Grandson

Once upon a time there was a very old grandfather. His eyes were almost blind, his ears were deaf, and his knees shook. When he sat at the table, he could not hold a spoon strongly. He spilled soup on the tablecloth. Besides this, some of his soup would run back out of his mouth.

His son and his son's wife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not **enough** food in a clay bowl. He sat there and looked sadly at the table. He was almost crying.

One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then, she bought him a wooden bowl and made him eat from it.

Once when they were all sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little through his father and mother to eat from when he was big.

The man and the woman looked at one other. **They** began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

9. How did the old grandfather's son and his son's wife treat him?
 - a. They treated him nicely
 - ☒ b. They treated him very badly
 - c. They treated him like child
 - d. They treated him very carefully
10. What did the old grandfather's son and his son's wife do after they realized their mistake?
 - a. They scolded their son
 - ☒ b. They let their son eat at the table
 - ☒ c. They let their father eat the table
 - d. They did not say anything
11. What does the word "**they**" in paragraph 5 refer to?
 - a. The man and the grandson
 - ☒ b. The man and the woman
 - c. The woman and the grandson
 - d. The man and the grandfather
12. Which of the following words is the synonym of "**enough**" in paragraph 2?
 - a. Less
 - b. Correct
 - c. Many
 - ☒ d. Adequate

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Read the text and answers the question 13 to 15

Little Brother, Little Sister

Maltreated by their stepmother, who was a witch, a little brother and sister fled into the woods. After running for a while, the brother said, "I'm so thirsty. Let's find a spring and have a drink."

However, as the young boy bent down to drink, his sister heard a voice which said, "Who drinks from me will turn into a fawn." It was the witch! Too late, the sister tried to prevent her brother from drinking. The young boy changed at once into a fawn. In tears, the little girl made a lead and collar out of the belt, and led the fawn off into the woods. In tears, the little girl made a lead and collar out of her belt, and let the fawn off into the woods. There they found an abandoned cottage and live together, far from any danger.

One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his hunters chased the fawn all the way back home. There, the king followed it into the cottage, where he found a young girl stroking the frightened animal. She was so beautiful and gentle that the king fell in love with her at once. He asked her to be his wife, and his words caused the maiden to cry for joy. When one of her tears fell on the fawn, it changed back to her brother once more. Their goodness and love had overcome the witch's evil spell, and they lived safely and happily with the king for ever after.

13. Why did the brother and sister flee into the woods?

- a. Because they felt very happy
- ☒ b. Because they had been maltreated by their stepmother
- c. Because they had been treated well their stepmother
- d. Because they wanted to leave home

14. What caused the young boy to change into a fawn?

- a. He was drinking something
- ☒ b. He was saying something bad
- c. He was eating something
- d. He was having cursed by someone

15. How did the change back to be her brother?

- a. When he met the king
- ☒ b. When he met a frightened animal
- c. When he walked like an animal
- d. When one of her tears fell on the fawn

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Read the text and answer the questions 16 to 18

The Story of Bawang Merah and Bawang Putih

There was a girl named Bawang Putih. She lived with her step-mother and her stepsister named Bawang Merah. Bawang Putih's life was sad. Her stepmother and her stepsister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Bawang Putih followed the river to find the clothes. Finally, she met an old woman. The old woman returned the clothes. She also has Bawang Putih a small pumpkin. At home, Bawang Putih sliced the pumpkin in front of her stepmother and stepsister. They were all surprised when they found jewelry inside it. Bawang Putih's stepmother was greedy so she asked Bawang Merah to go to the river. She said, "Bawang Merah hurry up. Go to the river then find the old woman and take the biggest pumpkin." In short, Bawang Merah found the old woman and got the pumpkin. When her stepmother sliced the pumpkin, they were screaming. There were a lot of snakes inside the pumpkin.

Finally, both of them realized their mistakes. They apologized and Bawang Putih forgave them. Then, they lived happily ever after.

16. What is the story about?

- | | |
|--|---------------------------|
| <input checked="" type="checkbox"/> a. Bawang Putih and Bawang Merah | c. Bawang Putih's family |
| b. Bawang Putih's kindness | d. Bawang Putih's honesty |

17. Who was Bawang Merah?

- | | |
|--|------------------------------|
| <input checked="" type="checkbox"/> a. Bawang Putih's mother | c. Bawang Putih's sibling |
| b. Bawang Putih's older sister | d. Bawang Putih's stepsister |

18. Why were Bawang Merah and her mother screaming?

- | | |
|---|---|
| a. There was a snake inside the pumpkin | c. The clothes fell down to the river |
| b. They found jewelry | <input checked="" type="checkbox"/> d. there were a lot of snake inside the pumpkin |

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Read the text and answer the questions 19 to 24

The Singer and the Dolphin

Arion did not put up a struggle; instead he asked only that he be allowed to sing one last song. His wish was granted and the sailors were so enchanted by his voiced that they were hardly aware what happened next. At the first notes of his song, a dolphin swam a long side, attracted by the beautiful music.

Immediately Arion jumped overboard onto the dolphin's back and he was carried back across the sea. In memory of this event, a statue of a young man on the back of a dolphin erect in the port of Corinth. This statue is still there today.

Arison was one of the most famous singers in the ancient world. On one occasion he won an important festival in Sicily, and as his prize he received so many jewels and golden cups that he was obliged to hire a ship to carry them all home to Corinth.

When the ship finally reached port in Corinth, the wicked sailors began to tell everyone that there had been a storm, during which the famous singer had been lost at sea. They were struck dumb with amazement, however, when Arion arrived with a company of soldier to arrest them. Unfortunately, this huge treasure made the sailors very jealous, and in order to have it for themselves, they attacked the singer and were about to throw him overboard.

19. Where did he win an important festival?
 - a. In Corinth
 - b. In Ancient world
 - c. In Sicily and Corinth
 - ☒ d. In Sicily
20. Who was Arion?
 - a. Arion was animal kipper
 - b. Arion was one of the most famous singers in ancients world
 - c. Arion was an singer
 - ☒ d. Arion was the famous song singer
21. Which of the following words is the antonym of "wicked" in paragraph 4?
 - ☒ a. Kind
 - b. Ugly
 - c. Bad
 - d. Sweet
22. What did arison get for his prize?
 - ☒ a. He received so many jewels and golden cups
 - b. He received so many jewels
 - c. He received so many golden cups
 - d. He received money, jewels, and golden cups
23. What is the text mainly about?
 - ☒ a. It is about Arion who was a singer
 - ☒ b. It is about Arion and the dolphin
 - c. It is about dolphin swam along side
 - d. It is about dolphin
24. What happened to Arion when he was at the first notes of his song?
 - a. A dolphin swam along side, attracted by the beautiful music
 - b. Arion jumped overboard onto the dolphin's back
 - ☒ c. Arion was carried back across the sea
 - d. A dolphin like his song

Adaptation from Susanti (2017, p.23)

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APPENDIX F

Key Answers of Reading Comprehension test

9. B	17. D
10. C	18. D
11. B	19. D
12. D	20. B
13. B	21. A
14. A	22. A
15. D	23. B
16. A	24. A

APPENDIX G

The Score of Students' Reading Interest and their Reading Comprehension

No	Students	Score	
		Reading Interest	Reading Comprehension
1	Students 1	66.07	70
2	Students 2	75.00	65
3	Students 3	67.86	60
4	Students 4	73.21	55
5	Students 5	67.86	50
6	Students 6	75.00	70
7	Students 7	51.76	65
8	Students 8	78.57	55
9	Students 9	64.29	60
10	Students 10	44.61	65
11	Students 11	76.79	70
12	Students 12	64.29	60
13	Students 13	62.50	65
14	Students 14	92.86	60
15	Students 15	73.21	65
16	Students 16	82.14	70
17	Students 17	76.79	70
18	Students 18	57.14	65
19	Students 19	82.14	65
20	Students 20	60.71	65
21	Students 21	82.14	80
22	Students 22	76.79	75
23	Students 23	60.71	65
24	Students 24	66.07	65
25	Students 25	78.57	70
26	Students 26	100.00	60
27	Students 27	78.57	75
28	Students 28	71.43	75
29	Students 29	87.50	70
30	Students 30	85.71	65
	Total	2180.36	1970
	Mean	72.68	66

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APPENDIX H

Test of Normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	6.49104190
Most Extreme Differences	Absolute	.145
	Positive	.106
	Negative	-.145
Kolmogorov-Smirnov Z		.794
Asymp. Sig. (2-tailed)		.554

a. Test distribution is Normal.

b. Calculated from data.

APPENDIX I

Anova for Linearity

ANOVA Table

			Sum of Squares	DF	Mean Square	F	Sig.
Reading_Comprehe nsion *	Between Groups	(Combined) Linearity	774.167	18	43.009	1.023	.501
		Deviation from Linearity	14.792	1	14.792	.352	.565
			759.375	17	44.669	1.062	.473
Reading_Interest	Within Groups		462.500	11	42.045		
Total			1236.667	29			

APPENDIX J

Descriptive Statistics Reading Comprehension Score

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic		Std. Error	Statistic	Std. Error
Students' Reading Interest Valid N (listwise)	30	30	50	80	1970	65.67	1.192	6.530	42.644	-.163	.427	.365	.833



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Kepala SMA Negeri 2 Tambang Kecamatan Tambang Kabupaten Kampar Propinsi Riau
dengan ini menerangkan bahwa :

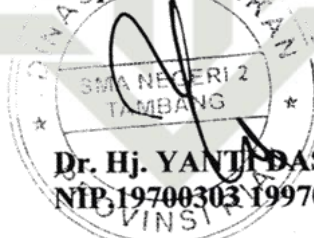
Nama : FATMAWATI NASUTION
No. Mahasiswa : 11513204319
Fakultas/Jurusan : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris
Universitas : UIN Suska Riau

Sehubungan dengan surat saudara Nomor Un. 04/F.II.4/PP.009/51710/2019 pada dasarnya kami bersedia menerima mahasiswa tersebut di atas untuk melakukan Pra riset di sekolah kami.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya. Terima kasih.

Ditetapkan di : Tambang
Pada Tanggal : 11 April 2019

Kepala Sekolah



Dr. Hj. YANTI DASRITA, M.Si
NIP.197003031997022001

UIN SUSKA RIAU



PEMERINTAH PROVINSI RIAU

DINAS PENDIDIKAN

SMA NEGERI 2 TAMBANG

Akreditasi A



NPN : 10495016 NSS : 3011406700002 Website : smanegeri2tambang.sch.id Email : sman2tambang@yahoo.co.id
 Alamat : Jl. BupatiDesaKualuKecamatan Tambang Kabupaten KamparKodePos : 28462

SURAT KETERANGAN SELESAI PRARISET

NOMOR 421.3/SMAN -2 TBG/2019/3.17

Kepala SMA Negeri 2 Tambang Kecamatan Tambang Kabupaten Kampar Propinsi Riau dengan ini menerangkan bahwa :

Nama : FATMAWATI NASUTION
 NIM : 11513204319
 Fakultas/ Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
 Universitas : UIN Suska Riau

Adalah benar Mahasiswa tersebut di atas telah selesai melaksanakan Prariset di SMA Negeri 2 Tambang, pada tanggal 30 April 2019.

Demikianlah Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya, Terima kasih.

Di keluaran di : Tambang
 Pada Tanggal : 31 Juli 2019
 Kepala Sekolah



Dr. Hj. YANTI DASRITA, M.Si
 NIP. 19700303 199702 2 001



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru, 13 Agustus 2019 M

Un.04/F.II/PP.00.9/12328/2019

1 (Satu) Proposal
Mohon Izin Melakukan Riset

Kepada
Yth Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : FATMAWATI NASUTION
NIM : 11513204319
Semester/Tahun : VIII (Delapan)/ 2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Correlation Between Students' Reading Interest and Their Reading Comprehension at Second Year of SMAN 2 Tambang Kampar Regency
Lokasi Penelitian : SMAN 2 Tambang
Waktu Penelitian : 3 Bulan (13 Agustus 2019 s.d 13 November 2019)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag
19740704 199803 1 001

Tembusan :
Rektor UIN Suska Riau

UIN SUSKA RIAU
State Islamic University of Sultan Syarif Kasim

2. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah
b. pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
c. Dilarang menyebarkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmpptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/25476
 TENTANG



182010

**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : 115132043190/PP.00.9/12328/2019 Tanggal 13 Agustus 2019**, dengan ini memberikan rekomendasi kepada:

- | | |
|----------------------|---|
| 1. Nama | : FATMAWATI NASUTION |
| 2. NIM / KTP | : 115132043190 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE CORRELATION BETWEEN STUDENTS' READING INTEREST AND THEIR READING COMPREHENSION AT SECOND YEAR OF SMAN 2 TAMBANG KAMPAR REGENCY |
| 7. Lokasi Penelitian | : SMAN 2 TAMBANG |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 26 Agustus 2019



Ditandatangani Secara Elektronik Oleh:
**KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU
 PROVINSI RIAU**

EVAREFITA, SE, M.Si
 Pembina Utama Muda
 NIP. 19720628 199703 2 004

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 2 TAMBANG
Akreditasi A



NSS: 3011406700002 Website: smanegeri2tambang.sch.id Email: sman2tambang@yahoo.co.id
 Alamat: Jl. BupatiDesaKualuKecamatan Tambang Kabupaten KamparKodePos : 28462

SURAT KETERANGAN RISET
NOMOR 421.3/SMAN -2 TBG/2019/360

Kepala Sekolah Menengah Atas (SMA) Negeri 2 Tambang Kecamatan Tambang
 Kabupaten Kampar Propinsi Riau dengan ini menerangkan bahwa :

Nama	: FATMAWATI NASUTION
Tempat/ Tgl Lahir	: Pasir Putih 13 Juni 1997
No. Mahasiswa	: 11513204319
Jurusan	: Pendidikan Bahasa Inggris
Universitas	: UIN SUSKA RIAU
Jenjang	: S1
Alamat	: Perum. Paradis Panam

Adalah benar telah melaksanakan riset / Penelitian di SMA Negeri 2 Tambang, pada tanggal 2
 September 2019 s/d 3 September 2019, dengan Judul Penelitian “ **The Correlation Between
 Students’ Reading Interest and Their Reading Comprehension at Second Year of SMAN 2
 Tambang Kampar Regency.**”

Demikianlah Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana
 mestinya, Terima kasih.

Di keluaran di : Tambang
 Pada Tanggal : 04 September 2019



Dr. Hj. YANTI DASRITA, M.Si
 NIP. 19700303 199702 2 001



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CURRICULUM VITAE



FATMAWATI NASUTION, was born on June, 13th, 1997 in Bagan Batu Rokan Hilir. She is eight daughter of nine children by couple Husaini Nasution and Juhriati. She had finished her study at SDN 032 Pasir Putih (2003-2009) then, she continued at MTs Dinul Hasanah Bagan Batu (2009-2012) then, she continued at MA Dinul Hasanah Bagan Batu (2012-2015). On September 2015, she continued her study at English Education Department, faculty of Education and Teacher Training in State Islamic University of Sultan Syarif Kasim Riau. She was doing KKN (Kuliah Kerja Nyata) in Redang Seko, Indragiri Hulu on July-August 2018, and she was doing Teaching Practice (PPL) in MTs Muhammadiyah 02 Pekanbaru on September-December 2018.

In finishing her study to fulfill requirements for Undergraduate Degree in English Education Department, she conducted the research on September 2019 by the thesis entitled *“The Correlation between Students’ Reading Interest and Their Reading Comprehension at the Second Year of SMAN 2 Tambang Kampar Regency”*.

The writer got Acc of proposal approved to be examined on Mei, 09th, 2019 and followed the Final Examination on October, 08th, 2019. Then, she passed her Final Examination and got Bachelor Degree of Education (S.Pd).